



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

16233 S. 48th St., Phoenix, AZ 85048

Horizon Community Learning Center, Inc.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2003-04 Excelling  
2002-03 Excelling  
2001-02 Maintaining

(a) For additional information, please refer to Achievement Profiles Page near end of document.

#### High School Achievement Profile (a)

2003-04 Excelling  
2002-03 Performing  
2001-02 Maintaining

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2003-04 Met  
2002-03 Met  
2001-02 N/A

#### School Improvement Status (b)

2003-04 N/A  
2002-03 N/A  
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School Overview

Principal/Administrator : Mr. Lawrence E. Pieratt  
Schedule : 7:45 AM to 3:45 PM  
Grades : K-12  
2004 Enrollment : 1397  
Web Address : www.horizonclc.org  
Phone Number : (480) 659-3000  
Fax Number : (480) 659-3022  
E-mail : larry.pieratt@horizonclc.org

### Mission

Horizon Community Learning Center is committed to providing a safe learning environment rich in technology where students achieve academic and social excellence while solving real-life problems in a cooperative manner.

### School / Academic Goals

- ü Horizon is a place where students strive to reach their personal best academically, gaining new knowledge and skills while applying them in a real-life setting. Horizon is a place where students gain confidence in both themselves and others.
- ü Horizon is a place where students are challenged to reach beyond their perceived limitations. Horizon is a place where students honor and apply the values of the school.
- ü Schools serving the grades K-8 and 9-12 will achieve (AYP) in accordance with the No Child Left Behind Federal Legislation.
- ü 70% or more of our students attending HCLC for one or more years will achieve 'Meet and/or Exceed' on the AIMS.
- 70% or more of our students attending HCLC for one or more years will achieve one year's growth in those areas tested.

### Enrollment

October 1, 2003 School Year Student Enrollment : 1377  
Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2003-04 : 0

# Horizon Community Learning Center

## Instructional Programs

- Ü Full-Day Kindergarten
- Ü Honors Program Grades K-12
- Ü High School/College Courses Credit
- Ü Advanced Placement Classes Grades 7-12

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 30 minutes
First Day of School :	7/26/2004
Last Day of School :	6/10/2005

## Shared Responsibilities

### School

Horizon outlines its commitment to the students and parents in our Learning Community Commitment. It reflects our commitment to providing a safe, challenging learning environment where students achieve academic and social excellence.

### Parents

Parent responsibilities are defined with the Learning Community Commitment. They include transportation, active participation in ILP conferences, volunteering, forums and a willingness to go to the source with concerns.

## Transportation Policy

Parents are responsible for the daily transportation to and from the school. Field trips and athletic trips are provided by the school.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü All-State Orchestra Violist	2004
Ü State 2A Coed Cheer Champions	2004
Ü Three individuals qualified for 2A State Golf	2004
Ü 2A State 300 Hurdle Champion	2004

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	121	121	75509	100	100	100	545	545	521	5	5	13	17	17	23	32	32	33	47	47	31
All Students (Prior Year)	133	133	75372	99	99	100	536	536	523	2	2	9	27	27	25	32	32	36	39	39	30
Female	60	60	37013	100	100	100	542	542	522	7	7	12	19	19	24	25	25	33	49	49	31
Male	61	61	38430	100	100	99	548	548	521	3	3	14	15	15	22	38	38	33	44	44	31
African American	NC	NC	3660	NC	NC	99	NC	NC	496	NC	NC	24	NC	NC	31	NC	NC	28	NC	NC	18
Hispanic	NC	NC	30486	NC	NC	99	NC	NC	505	NC	NC	18	NC	NC	29	NC	NC	32	NC	NC	21
Asian/Pacific Islander	20	20	1780	100	100	98	552	552	549	0	0	5	5	5	13	35	35	33	60	60	50
American Indian/Alaskan Native	--	--	4075	--	--	100	--	--	486	--	--	28	--	--	34	--	--	26	--	--	12
White	90	90	35192	100	100	99	547	547	534	4	4	8	20	20	19	28	28	35	47	47	39
Students with Disabilities	NC	NC	9708	NC	NC	100	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	24	NC	NC	17
Students without Disabilities	112	112	65801	99	99	98	546	546	525	5	5	11	15	15	23	32	32	34	47	47	33
Limited English Proficient Students	--	--	16928	--	--	100	--	--	485	--	--	29	--	--	33	--	--	26	--	--	12
Migrant Students	--	--	750	--	--		--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	--	--	36411	--	--		--	--	503	--	--	19	--	--	29	--	--	32	--	--	20
Non-Economically Disadvantaged	121	121	39040				545	545	534	5	5	8	17	17	19	32	32	34	47	47	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	121	121	75492	100	100	100	532	532	519	6	6	12	10	10	16	48	48	47	36	36	24
All Students (Prior Year)	134	134	75221	99	99	100	532	532	523	3	3	8	9	9	16	59	59	56	29	29	21
Female	60	60	37014	100	100	100	534	534	523	5	5	10	10	10	15	44	44	48	41	41	27
Male	61	61	38400	100	100	99	530	530	516	7	7	14	10	10	17	52	52	47	31	31	21
African American	NC	NC	3665	NC	NC	99	NC	NC	505	NC	NC	20	NC	NC	22	NC	NC	43	NC	NC	14
Hispanic	NC	NC	30438	NC	NC	99	NC	NC	508	NC	NC	17	NC	NC	21	NC	NC	47	NC	NC	15
Asian/Pacific Islander	20	20	1773	100	100	98	544	544	534	0	0	4	5	5	10	50	50	50	45	45	36
American Indian/Alaskan Native	--	--	4081	--	--	100	--	--	498	--	--	25	--	--	26	--	--	40	--	--	8
White	90	90	35177	100	100	99	532	532	528	7	7	8	10	10	13	46	46	49	37	37	31
Students with Disabilities	NC	NC	9707	NC	NC	100	NC	NC	495	NC	NC	33	NC	NC	21	NC	NC	33	NC	NC	13
Students without Disabilities	112	112	65785	99	99	98	532	532	522	6	6	10	9	9	16	47	47	49	38	38	26
Limited English Proficient Students	--	--	16905	--	--	100	--	--	489	--	--	34	--	--	28	--	--	32	--	--	6
Migrant Students	--	--	763	--	--		--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	--	--	36302	--	--		--	--	507	--	--	18	--	--	21	--	--	46	--	--	14
Non-Economically Disadvantaged	121	121	39164				532	532	528	6	6	8	10	10	13	48	48	48	36	36	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	121	121	75053	100	100	99	631	631	597	4	4	7	5	5	12	73	73	72	18	18	9
All Students (Prior Year)	133	133	73654	99	99	99	536	536	530	5	5	9	16	16	13	74	74	70	6	6	7
Female	60	60	36872	100	100	99	656	656	621	2	2	5	3	3	9	73	73	74	22	22	12
Male	61	61	38109	100	100	99	607	607	573	7	7	10	7	7	14	72	72	69	15	15	6
African American	NC	NC	3636	NC	NC	99	NC	NC	568	NC	NC	12	NC	NC	16	NC	NC	67	NC	NC	6
Hispanic	NC	NC	30235	NC	NC	98	NC	NC	575	NC	NC	9	NC	NC	14	NC	NC	70	NC	NC	6
Asian/Pacific Islander	20	20	1768	100	100	98	678	678	651	0	0	3	0	0	5	80	80	72	20	20	19
American Indian/Alaskan Native	--	--	4044	--	--	99	--	--	550	--	--	13	--	--	17	--	--	66	--	--	4
White	90	90	35028	100	100	99	620	620	613	6	6	6	6	6	10	70	70	73	19	19	11
Students with Disabilities	NC	NC	9625	NC	NC	100	NC	NC	530	NC	NC	21	NC	NC	21	NC	NC	55	NC	NC	4
Students without Disabilities	112	112	65428	99	99	98	630	630	604	4	4	6	5	5	11	72	72	73	18	18	10
Limited English Proficient Students	--	--	16765	--	--	100	--	--	525	--	--	17	--	--	20	--	--	60	--	--	2
Migrant Students	--	--	752	--	--		--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	--	--	36077	--	--		--	--	566	--	--	10	--	--	16	--	--	69	--	--	5
Non-Economically Disadvantaged	121	121	38950				631	631	618	4	4	5	5	5	9	73	73	73	18	18	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	123	123	76019	100	100	100	512	512	499	11	11	14	27	27	39	19	19	14	44	44	33
All Students (Prior Year)	125	125	76230	95	95	100	518	518	498	4	4	12	32	32	38	13	13	12	51	51	37
Female	59	59	37207	100	100	100	514	514	499	7	7	12	27	27	41	27	27	14	39	39	33
Male	64	64	38677	100	100	100	511	511	498	14	14	15	27	27	38	11	11	13	48	48	34
African American	NC	NC	3817	NC	NC	100	NC	NC	475	NC	NC	23	NC	NC	47	NC	NC	11	NC	NC	18
Hispanic	10	10	29458	100	100	100	487	487	480	10	10	20	40	40	48	20	20	12	30	30	20
Asian/Pacific Islander	12	12	1673	100	100	99	558	558	531	0	0	4	17	17	29	17	17	14	67	67	53
American Indian/Alaskan Native	NC	NC	4735	NC	NC	100	NC	NC	466	NC	NC	28	NC	NC	49	NC	NC	10	NC	NC	13
White	93	93	35880	100	100	100	513	513	515	10	10	7	27	27	32	18	18	16	45	45	45
Students with Disabilities	14	14	9786	100	100	100	447	447	457	50	50	39	43	43	40	0	0	7	7	7	13
Students without Disabilities	109	109	66233	100	100	99	521	521	503	6	6	11	25	25	39	21	21	14	49	49	35
Limited English Proficient Students	--	--	15206	--	--	100	--	--	459	--	--	31	--	--	53	--	--	7	--	--	9
Migrant Students	--	--	745	--	--	--	--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	NC	NC	35714	--	--	--	NC	NC	480	NC	NC	20	NC	NC	47	NC	NC	12	NC	NC	20
Non-Economically Disadvantaged	122	122	40266	--	--	--	512	512	513	11	11	9	27	27	33	19	19	15	43	43	43

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	123	123	76020	100	100	100	512	512	503	11	11	25	12	12	23	53	53	40	23	23	12
All Students (Prior Year)	126	126	76202	96	96	100	517	517	505	4	4	19	20	20	24	55	55	46	20	20	11
Female	59	59	37213	100	100	100	509	509	504	10	10	22	12	12	23	59	59	42	19	19	13
Male	64	64	38666	100	100	100	514	514	501	13	13	29	13	13	22	48	48	38	27	27	12
African American	NC	NC	3819	NC	NC	100	NC	NC	494	NC	NC	37	NC	NC	26	NC	NC	31	NC	NC	6
Hispanic	10	10	29442	100	100	99	505	505	494	20	20	37	20	20	26	40	40	31	20	20	6
Asian/Pacific Islander	12	12	1672	100	100	99	520	520	513	0	0	12	0	0	19	50	50	49	50	50	20
American Indian/Alaskan Native	NC	NC	4735	NC	NC	100	NC	NC	489	NC	NC	48	NC	NC	25	NC	NC	24	NC	NC	3
White	93	93	35890	100	100	100	513	513	511	10	10	15	13	13	20	55	55	48	22	22	18
Students with Disabilities	14	14	9784	100	100	100	489	489	485	46	46	58	23	23	19	31	31	19	0	0	4
Students without Disabilities	109	109	66236	100	100	99	515	515	504	7	7	23	11	11	23	56	56	42	26	26	13
Limited English Proficient Students	--	--	15198	--	--	100	--	--	483	--	--	59	--	--	25	--	--	14	--	--	1
Migrant Students	--	--	743	--	--	--	--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	NC	NC	35703	--	--	--	NC	NC	494	NC	NC	37	NC	NC	26	NC	NC	31	NC	NC	6
Non-Economically Disadvantaged	122	122	40274	--	--	--	512	512	509	12	12	17	12	12	20	53	53	47	23	23	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	123	123	75673	100	100	100	568	568	530	7	7	12	12	12	25	70	70	58	11	11	4
All Students (Prior Year)	125	125	74692	95	95	99	528	528	502	6	6	18	17	17	27	65	65	47	12	12	8
Female	59	59	37099	100	100	100	596	596	548	2	2	8	5	5	22	83	83	64	10	10	6
Male	64	64	38441	100	100	99	543	543	513	13	13	16	19	19	29	58	58	52	11	11	3
African American	NC	NC	3791	NC	NC	99	NC	NC	506	NC	NC	18	NC	NC	29	NC	NC	50	NC	NC	3
Hispanic	10	10	29305	100	100	99	527	527	507	10	10	16	20	20	31	70	70	51	0	0	2
Asian/Pacific Islander	12	12	1665	100	100	99	659	659	573	0	0	6	8	8	16	50	50	67	42	42	10
American Indian/Alaskan Native	NC	NC	4707	NC	NC	100	NC	NC	492	NC	NC	19	NC	NC	33	NC	NC	46	NC	NC	1
White	93	93	35760	100	100	99	570	570	550	5	5	9	11	11	21	76	76	64	8	8	6
Students with Disabilities	14	14	9706	100	100	100	490	490	462	29	29	36	7	7	32	64	64	31	0	0	1
Students without Disabilities	109	109	65967	100	100	99	578	578	536	5	5	10	13	13	25	71	71	60	12	12	5
Limited English Proficient Students	--	--	15115	--	--	100	--	--	471	--	--	26	--	--	38	--	--	35	--	--	1
Migrant Students	--	--	738	--	--	--	--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	NC	NC	35541	--	--	--	NC	NC	504	NC	NC	17	NC	NC	31	NC	NC	50	NC	NC	2
Non-Economically Disadvantaged	122	122	40091	--	--	--	568	568	550	7	7	9	12	12	21	70	70	64	11	11	6

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	100	75001	100	100	99	504	504	468	14	14	37	38	38	36	26	26	16	22	22	10
All Students (Prior Year)	112	112	71167	96	96	99	481	481	463	26	26	38	43	43	41	19	19	14	12	12	7
Female	53	53	36846	100	100	99	506	506	468	11	11	36	42	42	38	26	26	16	21	21	10
Male	47	47	37974	100	100	99	502	502	467	18	18	39	33	33	34	24	24	16	24	24	11
African American	NC	NC	3720	NC	NC	98	NC	NC	446	NC	NC	53	NC	NC	33	NC	NC	9	NC	NC	4
Hispanic	NC	NC	26675	NC	NC	98	NC	NC	448	NC	NC	52	NC	NC	34	NC	NC	10	NC	NC	4
Asian/Pacific Islander	NC	NC	1575	NC	NC	99	NC	NC	504	NC	NC	18	NC	NC	33	NC	NC	20	NC	NC	29
American Indian/Alaskan Native	NC	NC	4731	NC	NC	98	NC	NC	438	NC	NC	61	NC	NC	30	NC	NC	7	NC	NC	2
White	76	76	37785	100	100	99	504	504	482	14	14	25	34	34	39	30	30	21	23	23	15
Students with Disabilities	NC	NC	8802	NC	NC	100	NC	NC	418	NC	NC	79	NC	NC	16	NC	NC	3	NC	NC	1
Students without Disabilities	94	94	66199	100	100	99	506	506	472	13	13	34	37	37	38	27	27	17	23	23	11
Limited English Proficient Students	--	--	11710	--	--	100	--	--	429	--	--	70	--	--	25	--	--	4	--	--	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	--	--	29814				--	--	448	--	--	53	--	--	33	--	--	10	--	--	4
Non-Economically Disadvantaged	100	100	45170				504	504	479	14	14	28	38	38	38	26	26	20	22	22	14

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	100	74918	100	100	99	517	517	497	23	23	32	17	17	19	32	32	35	27	27	15
All Students (Prior Year)	112	112	71100	96	96	99	522	522	502	10	10	25	16	16	21	49	49	40	25	25	15
Female	53	53	36805	100	100	99	524	524	501	17	17	28	19	19	19	32	32	37	32	32	16
Male	47	47	37936	100	100	99	509	509	493	30	30	35	15	15	18	33	33	33	22	22	14
African American	NC	NC	3719	NC	NC	98	NC	NC	481	NC	NC	43	NC	NC	21	NC	NC	29	NC	NC	7
Hispanic	NC	NC	26645	NC	NC	98	NC	NC	478	NC	NC	46	NC	NC	20	NC	NC	27	NC	NC	6
Asian/Pacific Islander	NC	NC	1571	NC	NC	99	NC	NC	521	NC	NC	18	NC	NC	15	NC	NC	38	NC	NC	30
American Indian/Alaskan Native	NC	NC	4729	NC	NC	98	NC	NC	468	NC	NC	57	NC	NC	19	NC	NC	19	NC	NC	4
White	76	76	37773	100	100	99	517	517	511	21	21	20	17	17	18	35	35	41	27	27	21
Students with Disabilities	NC	NC	8801	NC	NC	100	NC	NC	448	NC	NC	75	NC	NC	13	NC	NC	10	NC	NC	2
Students without Disabilities	94	94	66117	100	100	99	520	520	501	21	21	28	16	16	19	34	34	37	29	29	16
Limited English Proficient Students	--	--	11706	--	--	100	--	--	454	--	--	71	--	--	16	--	--	12	--	--	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	--	--	29785				--	--	477	--	--	47	--	--	20	--	--	26	--	--	6
Non-Economically Disadvantaged	100	100	45115				517	517	508	23	23	23	17	17	18	32	32	39	27	27	20

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	100	74503	100	100	99	524	524	491	2	2	9	24	24	32	61	61	51	13	13	8
All Students (Prior Year)	111	111	69001	95	95	96	501	501	490	12	12	17	30	30	37	57	57	45	1	1	1
Female	53	53	36686	100	100	99	542	542	506	2	2	5	19	19	29	62	62	57	17	17	9
Male	47	47	37644	100	100	98	504	504	476	2	2	13	30	30	36	60	60	45	9	9	6
African American	NC	NC	3677	NC	NC	97	NC	NC	475	NC	NC	12	NC	NC	36	NC	NC	46	NC	NC	5
Hispanic	NC	NC	26500	NC	NC	97	NC	NC	467	NC	NC	13	NC	NC	39	NC	NC	44	NC	NC	4
Asian/Pacific Islander	NC	NC	1566	NC	NC	99	NC	NC	537	NC	NC	5	NC	NC	23	NC	NC	55	NC	NC	18
American Indian/Alaskan Native	NC	NC	4695	NC	NC	97	NC	NC	464	NC	NC	14	NC	NC	39	NC	NC	44	NC	NC	3
White	76	76	37606	100	100	99	520	520	508	3	3	6	22	22	28	62	62	56	13	13	10
Students with Disabilities	NC	NC	8662	NC	NC	100	NC	NC	409	NC	NC	37	NC	NC	42	NC	NC	20	NC	NC	1
Students without Disabilities	94	94	65841	100	100	98	528	528	499	1	1	7	22	22	32	63	63	53	14	14	8
Limited English Proficient Students	--	--	11608	--	--	100	--	--	430	--	--	23	--	--	47	--	--	28	--	--	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	--	--	29587				--	--	465	--	--	14	--	--	40	--	--	43	--	--	4
Non-Economically Disadvantaged	100	100	44898				524	524	507	2	2	7	24	24	28	61	61	55	13	13	10

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	63	63	65934	98	98	100	498	498	492	37	37	43	19	19	18	27	27	24	17	17	15
All Students (Prior Year)	53	53	57534	88	88	91	502	502	491	29	29	46	16	16	16	35	35	23	20	20	15
Female	41	41	32586	98	98	100	492	492	491	41	41	44	24	24	19	17	17	24	17	17	14
Male	22	22	33226	100	100	99	508	508	493	27	27	42	9	9	18	45	45	24	18	18	16
African American	NC	NC	3042	NC	NC	98	NC	NC	478	NC	NC	58	NC	NC	19	NC	NC	17	NC	NC	6
Hispanic	NC	NC	21740	NC	NC	100	NC	NC	475	NC	NC	63	NC	NC	17	NC	NC	15	NC	NC	5
Asian/Pacific Islander	NC	NC	1643	NC	NC	99	NC	NC	519	NC	NC	23	NC	NC	13	NC	NC	30	NC	NC	34
American Indian/Alaskan Native	NC	NC	4351	NC	NC	99	NC	NC	472	NC	NC	68	NC	NC	16	NC	NC	13	NC	NC	4
White	52	52	34819	98	98	99	500	500	505	33	33	27	21	21	20	27	27	31	19	19	22
Students with Disabilities	11	11	6507	100	100	100	478	478	456	64	64	83	9	9	9	18	18	6	9	9	2
Students without Disabilities	52	52	59427	96	96	100	502	502	494	31	31	41	21	21	19	29	29	25	19	19	16
Limited English Proficient Students	--	--	6793	--	--	100	--	--	464	--	--	79	--	--	11	--	--	8	--	--	2
Migrant Students	--	--	708				--	--	469	--	--	72	--	--	15	--	--	10	--	--	3
Economically Disadvantaged	--	--	18745				--	--	475	--	--	64	--	--	16	--	--	15	--	--	5
Non-Economically Disadvantaged	63	63	47182				498	498	499	37	37	35	19	19	19	27	27	27	17	17	19

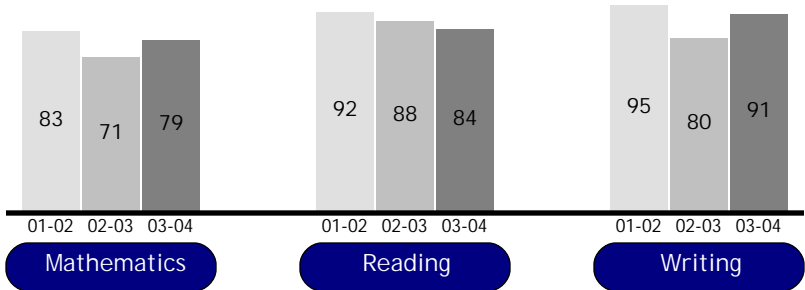
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	66	66	68162	99	99	100	533	533	509	6	6	18	21	21	24	62	62	51	11	11	8
All Students (Prior Year)	57	57	56700	95	95	89	536	536	512	8	8	15	15	15	23	64	64	52	13	13	10
Female	42	42	33509	98	98	100	522	522	513	5	5	15	26	26	23	64	64	52	5	5	9
Male	24	24	34521	100	100	100	552	552	505	8	8	20	13	13	24	58	58	49	21	21	7
African American	NC	NC	3163	NC	NC	99	NC	NC	497	NC	NC	22	NC	NC	30	NC	NC	46	NC	NC	3
Hispanic	NC	NC	22624	NC	NC	100	NC	NC	487	NC	NC	32	NC	NC	31	NC	NC	35	NC	NC	2
Asian/Pacific Islander	NC	NC	1666	NC	NC	100	NC	NC	523	NC	NC	11	NC	NC	17	NC	NC	60	NC	NC	12
American Indian/Alaskan Native	NC	NC	4592	NC	NC	100	NC	NC	484	NC	NC	32	NC	NC	37	NC	NC	30	NC	NC	1
White	55	55	35727	98	98	100	541	541	526	5	5	7	13	13	17	69	69	64	13	13	12
Students with Disabilities	11	11	6845	100	100	100	523	523	468	27	27	53	27	27	29	36	36	18	9	9	1
Students without Disabilities	55	55	61317	96	96	100	535	535	512	2	2	15	20	20	23	67	67	53	11	11	8
Limited English Proficient Students	--	--	7152	--	--	100	--	--	464	--	--	57	--	--	31	--	--	12	--	--	0
Migrant Students	--	--	745				--	--	469	--	--	51	--	--	31	--	--	17	--	--	1
Economically Disadvantaged	--	--	19528				--	--	487	--	--	31	--	--	32	--	--	34	--	--	2
Non-Economically Disadvantaged	66	66	48595				533	533	518	6	6	13	21	21	20	62	62	57	11	11	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	66	66	67629	99	99	100	541	541	524	9	9	22	20	20	16	70	70	59	2	2	3
All Students (Prior Year)	52	52	55090	87	87	87	497	497	479	8	8	16	6	6	13	86	86	70	0	0	0
Female	42	42	33347	98	98	100	544	544	537	2	2	17	26	26	15	69	69	64	2	2	4
Male	24	24	34151	100	100	99	537	537	512	21	21	27	8	8	18	71	71	54	0	0	2
African American	NC	NC	3150	NC	NC	99	NC	NC	515	NC	NC	24	NC	NC	19	NC	NC	56	NC	NC	2
Hispanic	NC	NC	22313	NC	NC	100	NC	NC	493	NC	NC	34	NC	NC	19	NC	NC	46	NC	NC	1
Asian/Pacific Islander	NC	NC	1659	NC	NC	100	NC	NC	564	NC	NC	11	NC	NC	12	NC	NC	68	NC	NC	9
American Indian/Alaskan Native	NC	NC	4528	NC	NC	99	NC	NC	492	NC	NC	35	NC	NC	21	NC	NC	42	NC	NC	1
White	55	55	35593	98	98	99	546	546	547	9	9	13	18	18	14	71	71	69	2	2	4
Students with Disabilities	11	11	6712	100	100	100	500	500	445	27	27	61	27	27	18	45	45	21	0	0	0
Students without Disabilities	55	55	60917	96	96	100	550	550	530	5	5	19	18	18	16	75	75	61	2	2	3
Limited English Proficient Students	--	--	6994	--	--	100	--	--	442	--	--	58	--	--	18	--	--	23	--	--	0
Migrant Students	--	--	732				--	--	466	--	--	44	--	--	23	--	--	33	--	--	0
Economically Disadvantaged	--	--	19310				--	--	489	--	--	35	--	--	20	--	--	44	--	--	1
Non-Economically Disadvantaged	66	66	48278				541	541	538	9	9	17	20	20	15	70	70	65	2	2	4

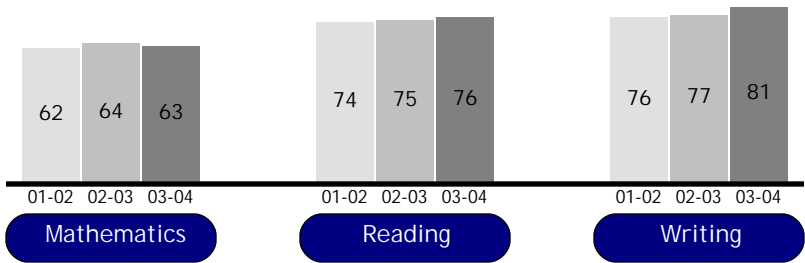
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

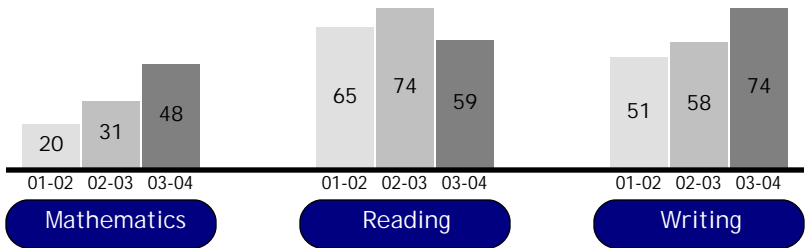
3rd Grade Proficiency



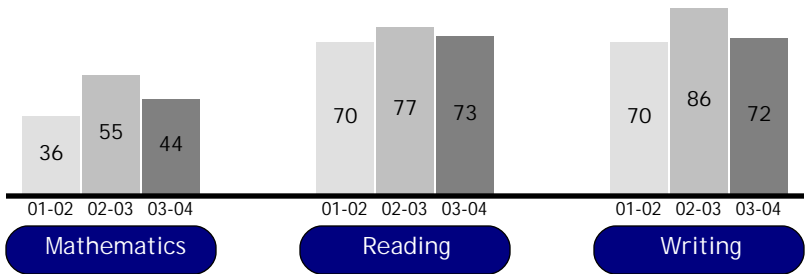
5th Grade Proficiency



8th Grade Proficiency



10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.



The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Y
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

##### School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

##### Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link



## Stanford Achievement Test, Ninth Edition (SAT-9) Results

## Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	98	65	65	44	96	70	70	50	100	70	NA	58
	Language	98	64	64	39	97	65	65	43	100	63	63	50
	Mathematics	98	74	74	52	98	76	76	57	100	73	73	64
3	Reading	93	73	73	43	99	72	72	47	99	73	NA	55
	Language	93	74	74	50	98	73	73	54	100	73	73	61
	Mathematics	93	74	74	50	99	74	74	54	100	78	78	61
4	Reading	95	75	75	47	98	74	74	52	98	75	NA	56
	Language	95	71	71	45	95	66	66	48	98	68	68	52
	Mathematics	95	76	76	52	97	72	72	57	98	79	79	61
5	Reading	96	72	72	46	97	76	76	50	98	70	NA	55
	Language	94	65	65	43	98	67	67	46	99	65	65	49
	Mathematics	94	79	79	54	98	75	75	57	99	79	79	63
6	Reading	95	73	71	49	96	75	75	53	96	79	NA	56
	Language	95	66	64	42	99	63	63	45	97	66	66	48
	Mathematics	96	79	77	58	96	80	80	62	97	80	80	66
7	Reading	91	66	64	48	99	66	66	51	99	72	NA	54
	Language	91	70	68	51	99	74	74	54	100	75	75	58
	Mathematics	95	66	64	54	98	70	70	58	100	80	80	62
8	Reading	94	58	55	49	97	65	65	53	100	66	NA	55
	Language	94	61	58	46	100	67	67	49	100	63	63	52
	Mathematics	93	65	62	54	100	65	65	58	100	76	76	61
9	Reading	89	47	46	37	99	50	50	41	98	57	NA	42
	Language	89	53	52	38	100	47	47	42	98	50	50	42
	Mathematics	89	65	63	56	100	62	62	60	98	71	71	63

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 3 Student(s)

Council Duties

- ü Safe Learning Environment
- ü School Improvement Plan/NCA
- ü School Dress Code
- ü Conduct School Forums
- ü School/Parent Communications
- ü Advise School Board on School Operations

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	4.00	Teacher	66.00
Other Professional Staff	9.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	16	3	0	0
4 to 6 years	13	9	0	0
7 to 9 years	5	4	0	0
10 or more years	8	8	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	52
Core academic classes taught by Highly Qualified (NCLB) teachers.	173
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- ü State-of-the-Art Technology Center
- ü Research Library/Media Center
- ü One computer for every four students

Extracurricular Activities

- ü AIA 2A HS Athletics/CAA MS Athletics
- ü Hands Across the Border (Spanish)
- ü Honors Society/Student Council
- ü Math Counts/Odyssey of the Mind
- ü Chess Club
- ü Drama Club
- ü HS/MS/IS/ Student Councils
- ü Intermediate School Intramurals

Social Services

- ü Before/After School Programs/Summer Camp
- ü Adult Education
- ü SMCC Extended Campus

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü 77% of the students in grades 2-10 achieved one year's growth in Math
- 78% of the students in grades 2-10 achieved one year's growth in Reading
- ü 98% of the 2004 graduates went on to college/university.
- \$318,000 was awarded in scholarships for the 2004 graduates.
- ü 92% of our 2004 students in grades K-11 returned this school year.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	95	95	93	95
Transfers Out <sup>5</sup>	9	21	20	24
Transfers In <sup>6</sup> (Within District)	0	2	2	2
Transfers In <sup>7</sup> (Out of District)	--	10	9	9
Promotion Rate <sup>8</sup>	97	98	98	94
Retention Rate <sup>9</sup>	2	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	92			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	72	69
Grades 3-4	77	84
Grades 4-5	59	67
Grades 5-6	86	81
Grades 6-7	62	67
Grades 7-8	75	80

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

## School Safety

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

Horizon Community Learning Center is a secure and closed campus requiring anyone entering the campus to enter through the school office. All staff and students are trained in emergency procedures in accordance with our School Security/Emergency Plan.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

## Contacts

	Name	Phone Number
School Site Council	Larry Pieratt	(480) 659-3000
Transportation Policy	Larry Pieratt	(480) 659-3000
Community Resources	Melissa Hartley	(480) 659-3000
School Nutrition Programs	Dan Bigler	(480) 659-3000
Parent Organization	Mona Volden	(480) 659-3000
Student Health/Nurse	Larry Pieratt	(480) 659-3000

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

## Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes ( --). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.